

The Surrey
Standing Advisory Council
on
Religious Education



Annual Report
2012-2013

December 2013

INTRODUCTION

Introduction by the Chairman

I am delighted to send you Surrey SACRE's Annual Report for the academic year 2012-2013. As QCDA no longer exists, every SACRE is required to submit its report to NASACRE (National Association of SACREs) and circulate it to all schools.

I am sure you will agree that the year has been busy, starting with the launch of the Agreed Religious Education Syllabus for the maintained schools in Surrey. I would like to thank all the teachers of RE in our schools who are so supportive and have taken the material within our syllabus into their classrooms from Foundation Stage upwards.

Never has it been so important that we continue to support all our students' learning as the changes in education, especially at examination level, embed. Religious Education should continue to have a firm place within the curriculum timetable of all our schools as the excitement of learning about the beliefs that enhance the myriad of cultures of the residents of Surrey to be found in every classroom. There is a richness across Surrey of places of worship to visit and again I would like to thank the many religious leaders who open their doors to us and show the beauty of their beliefs.

The members of SACRE, whom are listed within these pages, work with harmony and trust to ensure that open dialogues can take place, including the unsolved debate between religion and science, how we can reflect the views of those who do not belong to a religious group, what is it like to live in Surrey as a Humanist, Muslim, Jew, Christian (and the list continues). It is through these discussions that we learn from and can empathise with those who may hold beliefs different to our own.

Part of the work of SACRE is to look at comments from OFSTED inspections of our schools, although judgement is oblique and reflects on the whole learning experience of our students. We also are grateful to have the faith schools' input as we grow the children of Surrey's confidence.

This year we have welcomed new members to SACRE and seen good friends leave, among them members Heather Henderson, John Withers, Ann Gunn and Rev. Marie Greenwood, and also several County Councillors – Angela Fraser, Diana Smith, Dorothy Ross-Tomlin and Denise Turner-Stewart. I would particularly like to wish Ivan Stevenson, our former advisor, all the best in his new life's adventures and I am sure we all would like to thank him for his enthusiasm and determination in forwarding the drive to ensure RE maintains its importance within education in Surrey. We were delighted when Rachel Boxer stepped into his shoes in March this year and look forward to her calm encouragement as we take SACRE forward in the coming year.

Surrey SACRE sends their best wishes to all our teachers and students and much enjoyment as the new Syllabus embeds within our schools.

Margaret Hicks
Chairman of Surrey SACRE

December 2013

1. RELIGIOUS EDUCATION

'Each second we live is a new and unique moment of the universe, a moment that will never be again. And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France.

When will we also teach them what they are?'

Pablo Casals, cellist

This year has once more been a year of great uncertainty in educational terms. Schools have been inundated with change, not least with draft versions of the government's proposals for the new National Curriculum, for the ways in which schools assess and report pupil progress and for a complete re-structuring of existing examination systems. Schools have barely had time to address one issue before the next is upon them. Whilst on the one hand, the government have always maintained the importance of RE in terms of its statutory position, the subliminal messages that are communicated to those who teach the subject don't quite say the same thing. In 2011, RE was excluded from the proposed EBacc menu, it was also excluded from the National Curriculum review (2011-2013), and from 2014, GCSE short course results in RE will no longer contribute to schools' performance scores. In Initial Teacher Education, RE trainee teachers are no longer eligible for bursaries, and many outstanding providers of PGCE RE have had to make significant cutbacks.

In March 2013, the RE All Party Parliamentary Group, chaired by MP Stephen Lloyd, published a significant report '[RE: The Truth Unmasked](#)', focussing on standards in RE, support for the subject and the supply of RE teachers nationally. The main findings show that:

- Over fifty per cent of those teaching RE in secondary schools have no qualification or relevant expertise in the subject
- In more than half of the 300 primary schools participating in the inquiry, some or all of the pupils were taught RE by someone other than their class teacher
- A quarter of all primary schools that responded said the lesson was given by a teaching assistant
- Primary and primary trainee teachers lack confidence and expertise in teaching RE, especially in diverse and multi-cultural classrooms
- Support for RE teachers at a local level has been dramatically reduced by local authority funding cuts and the academies programme
- Bursaries for RE trainees have been removed and there has been a radical reduction in applicant numbers for 2013/14
- Because of this lack of training and support many of those teaching RE are unable to meet the Department for Education's Teaching Standards, selling young people short in their schools.

This report has been instrumental in shaping SACRE's plans for the coming year.

In July 2013, Secretary of State for Education, Michael Gove, speaking at an engagement at Lambeth Palace, accepted Bishop John Pritchard's point that Religious Education had been an "unintended casualty" of curriculum reforms. "I think RE has suffered as a result of my belief that the protection it had in the curriculum was sufficient, and I don't think that I've done enough," he said. So, is there hope on the horizon?

Well, the picture in Surrey is maybe not *all* doom and gloom! We still have a SACRE, the Local Authority funds the provision of an RE Advisor to work alongside it and Babcock 4S (as the LA's strategic partner) still runs support networks for Primary RE subject leaders. At the time of writing this report, SACRE is consulting with schools via questionnaire to find out to what degree the findings within the APPG report are true for Surrey, so that SACRE can recommend to the Local

Authority what support is needed, and a budget for 2014-15 can be set. The results of these questionnaires, and the action taken as a result, will be published in the next Annual Report.

But more than that, SACRE, in partnership with the Local Authority, continues to work behind the scenes to support schools as they fight to keep an exciting and stimulating, broad and balanced curriculum at the heart of what they offer to pupils of all ages. RE should be a significant part of that curriculum, because it creates opportunities for pupils to grapple with those deep and challenging questions about (to quote Pablo Casals) who they are, and what their place is in the rapidly-changing world around them. Surrey pupils deserve the best RE that we can give them, because *they* are our future.

1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2012-2017)

The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status. Academies without a religious designation are also required to follow the Surrey Agreed Syllabus. A number of independent schools continue to request copies of the syllabus with a view to implementing it. Voluntary Aided schools, of course, follow their relevant Diocesan Guidelines. Schools are reminded that the Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that RE continues to be a statutory entitlement for all registered pupils, in addition to the National Curriculum.

The Agreed Syllabus is now into its second year of implementation. Feedback from RE teachers has been very positive – they especially like the new section outlining specific skills that are being developed as pupils explore each unit. As already mentioned in this report, in July 2013, SACRE commissioned a questionnaire following the APPG report. As part of this process, schools have also been asked to comment on any issues they've found with planning or teaching from the syllabus. Their responses will shape discussions at future RE subject leader meetings and also serve to identify focuses for any future CPD opportunities.

1.2. Standards

No inspections of RE by OfSTED took place in Surrey during the year 2012-13. It has also been intimated that there will be no subject-specific inspections in the future.

In October 2013, as this report was being compiled, a significant and long-awaited report from OfSTED, reporting on the previous 3 years of RE subject inspections had just been released, and the picture it paints is equally gloomy, although there are many ideas within it that may act as a springboard for SACRE's activities in the year ahead. Three Surrey Secondary schools were inspected in RE during 2011-2012, without any real cause for concern (2 'good' & 1 'satisfactory' judgement). The impact of this report in the Surrey context will be included in next year's Annual Report.

As previously stated, RE was not included in the review of the National Curriculum, but in July 2013, the Religious Education Council published draft Programmes of Study for RE, mirroring the model outlined for National Curriculum subjects. These were consulted on nationally, and Surrey SACRE contributed its response during that consultation period. The REC will publish the final version in October 2013. It is possible that all reference to levels will be removed, in line with National Curriculum subjects.

Religious Studies Examinations:

GCSE Religious Studies (Philosophy & Applied Ethics)

In total 8091 Surrey pupils entered either the GCSE Full or Short Course, which shows a drop of 287 pupils across the County on the 2012 figures. There has again a drop in the number of pupils entered for the Short Course. This tends to confirm the prediction last year that numbers would continue to fall due to the Government's decision that Short Course would no longer count in the league tables. However, the number of pupils entering for the Full Course has increased again from the 2012 figures. A higher percentage of pupils in Surrey are awarded A*-C grades in both the Full and Short Courses compared with pupils nationally, with 2% more pupils in Surrey being awarded the very top grades in the Full Course compared national figures.

GCSE Full course results with National Comparators:

	National			Surrey			
	Entries	A*-A	A*-C	Entries	A*-A	A*-C	A*-G
2010	155,424	No data	72%	2963	No data	80%	No data
2011	169,464	No data	72%	3799	No data	75%	99%
2012	210,600	No data	74%	3844	No data	77%	99%
2013	≈240,000	31%	72%	4392	33% ↑	77% ↑	98%

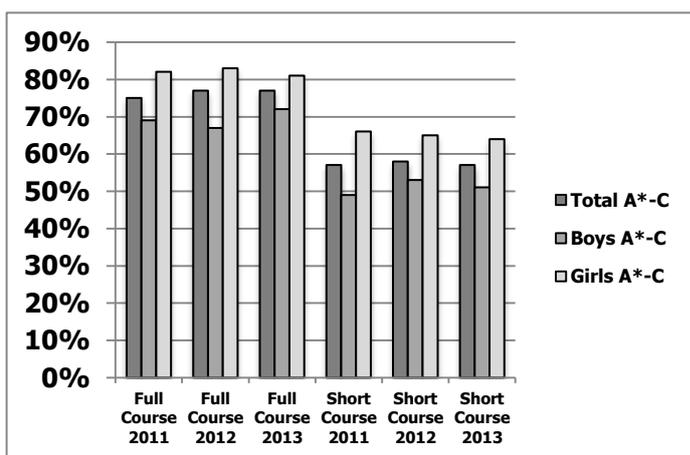
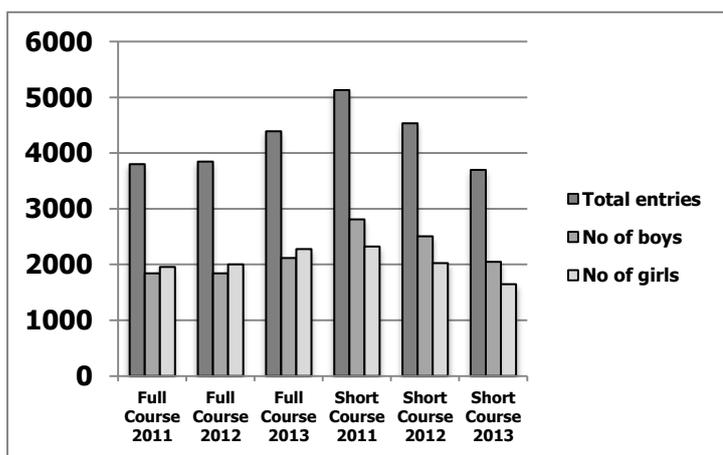
GCSE Short course results with National Comparators:

	National			Surrey			
	Entries	A*-A	A*-C	Entries	A*-A	A*-C	A*-G
2010	205,040	No data	52%	5822	No data	62%	No data
2011	177,455	No data	50%	5132	No data	57%	96%
2012	176,827	No data	53%	4534	No data	58%	96%
2013	≈150,000	18%	54%	3699	16% ↓	57% ↑	97%

Surrey GCSE Full and Short Courses compared to previous years:

Even although more girls are still entered for Full Course RS than boys, there has been a significant rise in the number of boys being entered compared to the 2012 figures. This trend is reversed for Short Course RS. Encouragingly, the percentage of boys being awarded A*-C grades has increased by 5% on the previous year's figures. The percentage of girls awarded A*-C dropped by 2%. Although entries for Short course have dropped across the board, there is only a marginal difference in terms of results when compared to 2012's figures.

	Full Course 2011	Full Course 2012	Full Course 2013	Short Course 2011	Short Course 2012	Short Course 2013
Total entries	3799	3844	4392 ↑	5132	4534	3699 ↓
No of boys	1840	1844	2115 ↑	2810	2506	2051 ↓
No of girls	1959	2000	2277 ↑	2322	2028	1648 ↓
Boys A*-C	69%	67%	72% ↑	49%	53%	51% ↓
Girls A*-C	82%	83%	81% ↓	66%	65%	64% ↓
Total A*-C	75%	77%	77% ↔	57%	58%	57% ↓



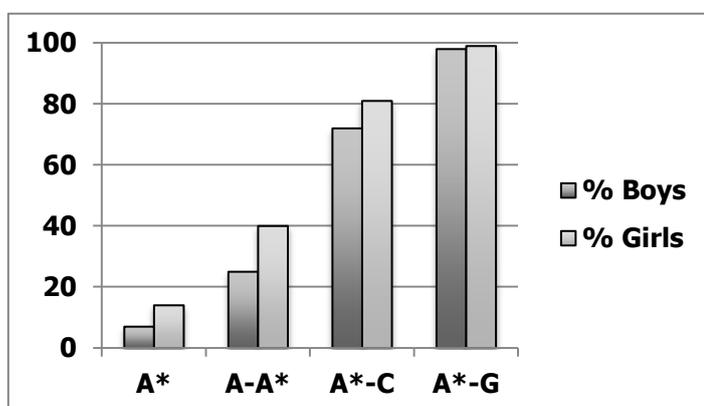
Detailed results by gender:

These tables show a more detailed analysis of how girls / boys perform across the grades in both Full and Short Course GSCE. As can be seen, girls continue to significantly out-perform boys in both, across all grades. This gender gap is even more pronounced in Short Course, as significantly more boys were entered than girls. The percentage of girls being awarded A* in both Full and Short Course is at least double the percentage of boys.

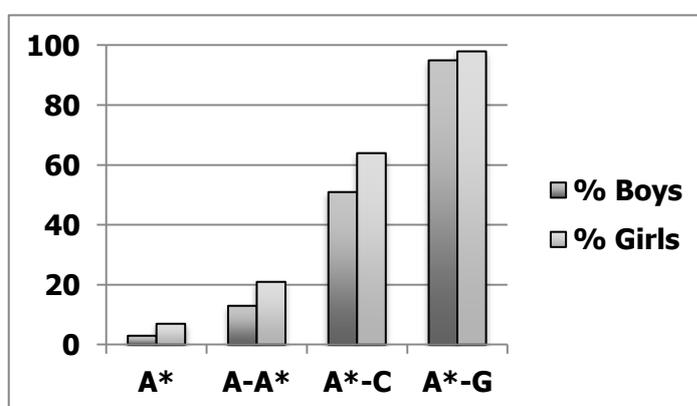
<i>Full Course</i>	Entries	A*	A*-A	A*-C	A*-G
Total	4392	467	1448	3384	4333
Boys	2115	140 (7%)	536 (25%)	1532 (72%)	2077 (98%)
Girls	2277	327 (14%)	912 (40%)	1852 (81%)	2256 (99%)

<i>Short Course</i>	Entries	A*	A*-A	A*-C	A*-G
Total	3699	185	608	2116	3574
Boys	2051	70 (3%)	270 (13%)	1055 (51%)	1955 (95%)
Girls	1648	115 (7%)	338 (21%)	1061 (64%)	1619 (98%)

Full course



Short course



ELQ (Entry Level)

	2011	2012	2013
Entries	32	45	21 ↓

AS Level & A Level Religious Studies:

A total of 203 students were entered for **AS Level Religious Studies** (120 at KS4 and 83 at KS5 – Post 16), 23% less than in 2012. There is a small increase (1%) in the number of pupils awarded A-B grades this year than last, but A-E passes dropped by 2%.

	Entries	A	A-B	A-E
Boys	78	10 (13%)	27 (35%)	73 (94%)
Girls	125	18 (14%)	44 (35%)	114 (91%)
Total	203	28 (14%)	71 (35%)	187 (92%)

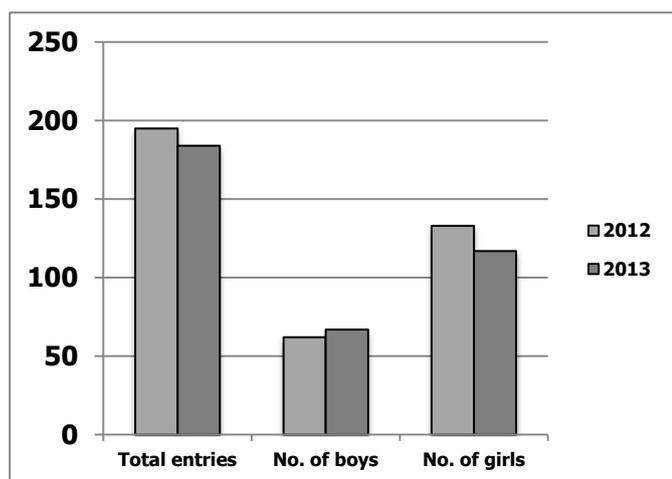
At **GCE A Level**, a total of 184 students were entered (67 boys and 117 girls), a 5.6% drop on 2012 entries, although there was a slight increase in the number of boys entered this year. Although the same number of students as last year (7 – 1 boy and 6 girls) were awarded the A* grade, this is a slightly higher percentage overall. A total of 23% achieved A*-A (4% fewer than 2012), and 48% of students (5% fewer than 2012) were awarded A*-B. A similar gender gap as

for other examination results exists between girls and boys for most grading bands, although the percentage of boys and girls achieving A*-B is almost the same.

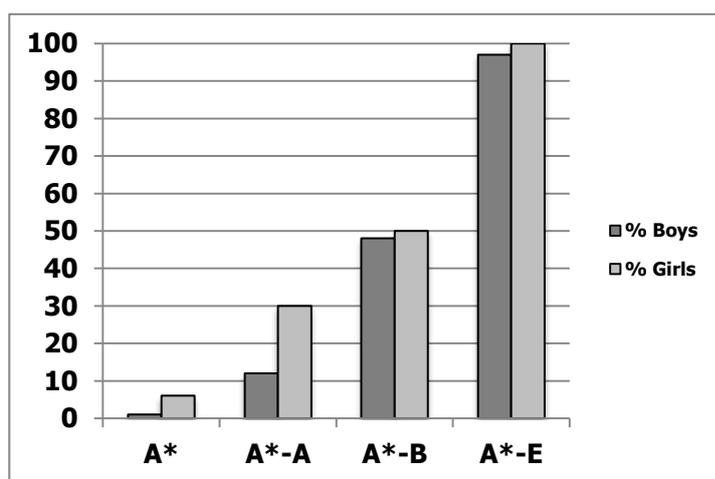
As can be seen, Surrey A Level performance is now slightly below national standards.

	Number of entries	A*	A*-A	A*-B	A*-E
Surrey	184	7 (3.8%)	42 (23%)	88 (48%)	182 (99%)
Boys	67	1 (1.5%)	12 (18%)	30 (48%)	65 (97%)
Girls	117	6 (5%)	30 (26%)	58 (50%)	117 (100%)
National	19,174	5.5%	26%	55%	99%

Pupils entered compared to last year:



Results by gender



1.3. Methods of teaching, choice of materials and teacher training

RE training offered during the past year has included:

- Networking Groups for Primary RE subject leaders in East and West Surrey, which meet termly. These have, in the past, been well attended and are useful for SACRE to gauge school needs in relation to RE. There has been a decline in attendance during the past year, as many RE subject leaders find that their budgets have been cut, or schools have had to change the focus of staff development as OfSTED pressures loom. This is an issue in many other parts of the country as well, as reported in the APPG report 'RE: The Truth Unmasked'.
- During this academic year, focuses for Primary RE subject leaders have included the place of story in RE, and the challenges of teaching AT2: Learning from Religion. The groups also visited the Dhammakaya Buddhist Centre in Woking, which was a refreshing break from the 'norm' and had a significant impact on all who attended, not least due to the timely words of encouragement offered by those who welcomed us. Our sincere thanks go to all at the Centre for their hospitality.
- The Secondary Networks have temporarily ceased, partly due to low attendance, but also due to Ivan Stevenson, Babcock consultant for Secondary RE (and former adviser to SACRE) having moved on to pastures new. Consideration is currently being given to alternative formats of training for those who teach RE in the Secondary phase.
- A half day course for RE is offered as part of the Surrey Graduate Teachers' Programme. This is the only input that many teachers on the programme will have to equip them to teach the Agreed Syllabus. The lack of funding for ITE (Initial Teacher Education) for RE is a cause for concern nationally, and has been commented on within the APPG report.

The Surrey RE Website is now located within two sites. The Agreed Syllabus can be found on the Fronter portal at www.surreymle.org. The syllabus is available to download in Word or pdf format, and the suggested Resources for teaching the Agreed Syllabus can also be downloaded from this 'room', as well as materials used during the programme of Entitlement Training, and subsequent RE subject leader sessions. There are many other useful documents included on this site, including SACRE information, and, in due course, this report. There is also a link on the front page to the Surrey Virtual Visits website, which enables schools to visit, virtually, Guildford Cathedral, North West Surrey Synagogue and Shah Jahan Mosque, Woking. Work is continuing to ensure that the Agreed Syllabus is also visible on the Surrey County Council website.

The places of worship database is located at www.surreyplacesofworship.org.uk. This online database of Surrey churches and information on other places of worship continues to be updated regularly. It is an excellent tool for organising school visits to places of worship in and around Surrey.

1.4 Complaints concerning RE

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Surrey schools. However, during this academic year, a parent at Ongar Place Primary School, Ottershaw, expressed concerns about the school's RE provision. Ivan Stevenson (the then LA advisor to SACRE), and Rachel Boxer (Babcock Primary Associate for RE) visited the school to assist in the resolution of this Stage 3 curriculum complaint. They established that the concerns were unfounded. As part of this resolution process, the parent concerned was invited to attend a SACRE meeting as an observer. He attended the November 2012 meeting of SACRE.

2. COLLECTIVE WORSHIP

There has continued to be a number of queries from schools during the year about the nature of Collective Worship, but especially how to discuss issues that arise with parents in an inclusive manner. During the last year, SACRE noted a need for revised guidance to schools on Collective Worship, and has now begun a process of consulting with them via questionnaire about their views, including how and when Collective Worship takes place across the spectrum of Surrey schools (Primary, Secondary & Special schools). The results of this consultation will be reported on in the next Annual Report and will inform SACRE tasks for the future.

2.1. Determinations

In November 2011, SACRE renewed a determination for Sythwood Primary school for a period of five years. Existing determinations for Maybury Infants and New Monument Primary are currently under review.

2.2. Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Surrey schools.

3. GENERAL

3.1. Links with other agencies - National

Surrey SACRE is a member of NASACRE (National Association of SACREs) and a representative attends national meetings. A representative also attends the regional meetings for SACRE. The Babcock 4S Adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants).

3.2 Surrey Youth SACRE

Surrey Youth SACRE has not met during this academic year owing to ongoing difficulties in securing adequate support from schools, and releasing teachers to accompany pupils. In the past, SACRE has greatly benefitted from the views and discussions with and alongside Youth SACRE, which demonstrated how these young people cared about their environment and responded to the diversity of faith and belief in Surrey. We hope that a new way forward can be found in the future.

3.3. Governor Training

The role of the Governing Body in monitoring the coverage of the Agreed Syllabus is critical for the successful implementation of the Agreed Syllabus. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE.

3.4. List of organisations to which SACRE report has been sent

Copies of the SACRE Annual Report are distributed to all maintained schools in the County with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE.

3.5. Contacts

If you have any issues which you would like to raise with the Surrey SACRE, please contact Rachel Boxer, Associate RE consultant, and Adviser to SACRE via Vivian Stacey, Clerk to SACRE by email: vivian.stacey@babcockinternational.com.

Additional copies of this annual report are available from Vivian Stacey, Clerk to SACRE, on 01372 834321 or email vivian.stacey@babcockinternational.com.

Appendix 1: SACRE Membership (as at December 2013)

Chair	Mrs Margaret Hicks (SCC Member)
Vice-Chair	Mrs Sarah Harris
Committee A – Other Faiths	
Kauser Aktar	Muslim
Rev Marie Greenwood	Methodist
Peter Ward	Roman Catholic
Mrs Sarah Harris	Jewish
Rajendra Pandya	Hindu
Mr Inderjeet Singh Rehncy	Sikh
Dr Tony Wenman (Group Chair)	United Reformed Church
Louise Ruddle	Baptist
Vacancy	Buddhist
Nabil Mustapha	Baha'i
Jennie Johnson	Humanist (co-opted)
Committee B – The Church of England	
Mr Shaun Burns	Southwark Diocese
Miss Jane Whittington	Guildford Diocese
Canon Derek Holbird (Group Chair)	Guildford Diocese
Canon Peter Bruinvels	Guildford Diocese
Committee C – Teachers	
Vacancy	NAHT
Mrs Liz Esdon	NASUWT
Deborah Drury	NUT
Gemma Papworth	Secondary teacher rep.
Rosslyn Doney	Primary teacher rep.
Committee D – Local Authority	
Mr Keith Taylor	SCC Member
Mr Colin Kemp	SCC Member
Mr Richard Walsh	SCC Member
Mr Mike Goodman	SCC Member
Officers in attendance	
Adrian Norton	Humanities Consultant Babcock Four S
Rachel Boxer (Adviser)	Associate Consultant for RE Babcock Four S
Vivian Stacey	Clerk to SACRE Babcock Four S
Janice Taylor	Manager for REMA (<i>Race Equality and Minority Achievement SCC</i>)